UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

OVERCOMING ETHNOCENTRISM THROUGH RECOGNIZING PEOPLE AROUND THE WORLD

TRABAJO RECEPCIONAL

UNIVERSIDAD PEDAGÓGICA NACIONAL

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OVERCOMING ETHNOCENTRISM TROUGH RECOGNIZING PEOPLE AROUND THE WORLD

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QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO

LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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Introduction

English is one of the most important languages in the world. It is commonly used for globalization, industry, communication, and professional development. It is also a requirement for university students to graduate, but not all of them recognize the importance of studying it before they look for a job related to their career and that there is a big salary difference between a job position with English and another one without it.

The Mexican education system suggests that English has to be taught since elementary school and when students get into college, they must have a B1 level according to the Common European Framework, but the reality is that students come with an A1-. At the Tecnológico de Estudios Superiores de Coacalco, English is a cocurricular subject, which means that it is not mandatory to take the class, but anyway the B1 level is going to be required to get the degree. Students have other interests at the moment and half of them are aware of the necessity, but the rest does not care about it at all. Things get worst if it is considered that this semester, the institution threatened to not hire more English teachers, not to open more courses and cancel all the classes, situation that discouraged not only students, but also teachers. At the end, it did not happen but there was a reduction of attendance from 95% to 65% in most of the groups. There might be some situations to tell but nothing else can be done, but on the part of teachers, their goal is to encourage students to learn the language by designing lessons based on their interests.

To consolidate the knowledge acquired through these three modules, 5 sessions are designed to encourage students get to know each other better and not only the people next to them, but also the people around the world, recognize their personalities, appearances, and the differences among them, using as a base the book "Personal Best A2".

The first session focuses on speaking activities to describe places using comparative adjectives, the second is centered in listening where students watch a video about makeovers and recognize their own and their classmate's appearance. In the third session, they read about a yearbook and prize their classmate's personality with an award ceremony. The central point for session four is a writing about why they admire a person. The session five is the time to create the project of the unit and the last part of this plan. Students have to think on a country, and they have to talk about the most famous places and what they are like, the people in it, their personality and physical characteristics, their world records and some famous or admirable people for the culture.

The project is applied in a group of 4th semester majoring in Environmental Engineering. This group did not have a teacher for two months because of the situation already mentioned, so the teacher has to cover the class. There are 25 students enrolled but not all of them take the class, so the number of attendants varies a lot. There are two classes per week, three hours the first day and two the second.

In each session, the teacher uses a variety of techniques taken from the principles of different approaches that had better suit the students 'needs. For example, the setting of the class into a real context situation or topic, where students learn inductively and understanding the meaning through a direct association without the need of translating is taken from The Direct method, which gave us the base to communicate in a language class just by using the target language. The habit formation trough practice or in another words, drilling, comes from the Audio-Lingual method, which prevents students to make mistakes by practicing the patterns and repeat as many times as needed. The communicative approach taught us students can increase their responsibility of their own learning and that the interaction among them is very important to negotiate meaning. (Larsen-Freeman, 1986).

The teacher is the guide and a mentor to help students be aware and independent of their own learning and they are the ones that take the principal role in each session.

The material is adapted according to student's needs, what they struggle with, their interest, and context. The teacher uses cues to create a visual and meaningful relation, reduce explanations, help students with error-correction, and to present vocabulary. The students` learning styles, the use of subskills, drills, some drama techniques, dynamics, and critical thinking strategies are considered in the whole plan.

CHAPTER 1

Philosophy and theory

1.01 Teaching identity and philosophy

My philosophy as a language teacher begins with the idea that as human beings, everyone wants and needs to communicate something either to the person next to or with the one that is far away, but when it comes to communicate with a someone that does not speak the same language, it cannot be a deterrent to achieve any goal we have, such as sharing ideas, asking for directions or getting a promotion.

Most of our students do not see the need of speaking English because in our everyday life, it is not spoken at all, and an English environment does not surrounds us. Maybe the ones that really feel this need are the ones that have lived the experience, they have traveled to an English spoken country, use it with family and friends, work for an international company or the ones that know that it is going to help them for the future.

To describe my teacher beliefs as a university teacher and following Richards (1996), in my own experience I sadly have to say that public schools do not follow a good program and students do not achieve the minimum level to get into and finish college. In most of the cases, students are not interested in learning the language, so my job is to inspire and help them achieve it no matter the lack of knowledge, the grade and the place they are studying, make them realize that English is not another subject to pass, it is an ability for the rest of their lives which is going to open a path for better opportunities to grow not only as a person but as a professional.

In each scenario (that is the way I call a classroom), I use a variety of techniques taken from the principles of different approaches that had better suit the students 'needs. For example, from the Grammar-Translation Method, I guide students to use translation as a strategy to understand or take notes to recall later just certain words, sentences, or even difficult paragraphs. The setting of the class into a real context situation or topic, where students learn inductively and understanding the meaning through a direct association without the need of translating is taken from The Direct method, which gave us the base to communicate in a language class just by using the target language. The habit formation trough practice or in another words, drilling, comes from the Audio-Lingual method, which prevents students to make mistakes by practicing the patterns and repeat as many times as needed. The communicative approach taught us that students can increase their responsibility of their own learning and that the interaction among them is very important to negotiate meaning. (Larsen-Freeman, 1986).

These approaches not only guide me in the kind of techniques I need to use, but also the way I need to act as a teacher. It does not mean that I have to be the center of attention all the time;

students are the ones that take the principal role in this scenario. Either way as a teacher, I am the authority to stablish rules, a model for students to follow, a guide for activities and a mentor to help them be aware and independent of their own learning.

I always try to adapt material according to student's needs, what they struggle with, their interest, and context. I like to use cues to create a visual and meaningful relation, reduce explanations, help my students with error-correction, and to present vocabulary. When planning, I also consider my students` learning styles, the use of subskills, drills, some drama techniques, dynamics, and critical thinking strategies using as a base the book that the institution chose for the school.

Using these bases, I follow the pattern I learned when I became a teacher, which has worked very well. I try to design an interesting lesson to my students with concrete experiences, let them reflect on them, learn from them, and try out what they learned so this way each lesson becomes meaningful for students and can react when they find themselves in a real situation or in simple situations that we design so they can communicate and interact.

Because of the place where I am currently working, I try to be humanistic and very flexible and do not frustrate students´ learning, I always have to support them and politely help them with correction. Obviously, there are rules in the class like to maintain the respect among students and the students with me.

My goal as a teacher is to help students learn this language by creating a learning community in each classroom where students feel safe to interact, participate and make a mistake, because that is the first step to learn. Adapt any class to the current generation by using technology and the knowledge of the world by integrating culture.

1.02 Theoretical foundations

In order to design the lesson for this project, there are some theories related to the second language acquisition that cannot be taken apart because they are the heart of everything that was done and guide the steps each session follows.

Interaction in language learning is an opportunity for learners to practice the language and develop language. It can be understood under the Sociocultural Theory of the Russian physiologist Kev Vygotsky, as a result of interactions between social and cognitive factors. On the other hand, behaviorism considers that it is the result of stimulus-response, where if there are multiple stimulus, learners create new habits and they expect some type of feedback. Long established the Interaction Hypothesis to understand how interactional modifications and feedback help the development of our students 'English language. Depending on the interaction we have and the place we are, we can consider that our culture is the only and best way to live and, if someone does not have more chances to be part of other contexts, there might not be judgments about other perspectives.

Teachers have to create opportunities to practice the language, whenever we present new vocabulary or grammar point or before a listening or reading any kind or material. We need to make sure there is comprehensible input to help students be exposed to, internalize the language, and consolidate that process with comprehensible output and interaction.

Krashen (1982) mentions that learners acquire a language when there is comprehensible input that is just at their level or above their level, in situations where there are low anxiety levels and meaningful messages. To explain his theory, he distinguishes five hypotheses of current theory on language acquisition. For this project, The Monitor Hypothesis and the Affective Filter Hypothesis are considered as an important part of the process.

Conscious learning only has one function, and that is as a monitor or an editor. When something is going to be said, the sentence appears in the mind (subconscious process) then occurs orally or in writing to consciously correct mistakes (monitor) (Krashen, 1982). The monitor hypothesis implies conscious rules that can be used if three conditions are met:

• Know the rule. The monitor must know the rule. The structure of language is very complex, and it must be recognized that students are gradually exposed to small fragments of it, even the best do not learn every rule that is presented to them.
• Think about correctness (Focus on form). Acquirers have to think about accuracy and focus on form. Think about what is being said and how it is being said.
• Time. For the student to use the rules effectively, he/she must have enough time, although during a conversation he/she is not allowed to think for a long time, since he/she can lose attention to what his partner says.

Krashen mentions that when a student finds himself in a situation where there is time, he knows the form and knows how to use the rule, which is, when the three conditions are met, the error pattern changes and reflects the conscious grammar.

There are three types of monitors according to Krashen:
• Monitor Over-users are the ones who monitor all the time "just to be safe", constantly checking their output and worrying about accuracy and cannot speak very fluently.
• The Monitor Under-users have not learned and if they have learned, they prefer not to use their knowledge even if the conditions exist. They are influenced by correcting mistakes and correcting themselves.
• Optimal Monitor Users are the goal to be achieved by teachers as they are monitors when appropriate and when it does not interfere with communication.

Output was traditionally seen as a way to practice what was learned, but a new view says that is the opportunity for students to learn and to practice the language and the existing knowledge. It is also a way for teachers to test students´ knowledge. Swain (2005) argued that the act of producing language either spoken or written constitutes under certain circumstances, part of the process of second language learning, this was called The Output Hypothesis. The circumstances that she considered come as three principles:

• Noticing gaps: During interaction, communication breakdown can occur and give learners the opportunity to negotiate for meaning.
• Hypothesis testing: Learners try to fix the breakdown as they rely on their linguistic knowledge.
• Metalinguistic function: Using language allows learners to reflect on language, which can be produced by others or by themselves.

Swain introduced the term negotiation of meaning; Michael Long said that it is an interactional adjustment by native speakers or interlocutors that are more competent. It connects input, internal learners' capacities, selective attention, and productive ways.

Krashen (1987) also explains that there are some affective factors that are related and influence the language acquisition; this is called The Affective Filter Hypothesis. The ones that are mainly considered are motivation, self-confidence, and anxiety because he mentioned that those students who have a high level of motivation generally perform better in acquisition, students with self-confidence and good self-image tend to make better progress in the acquisition and low anxiety seems to be conducive to acquisition on a personal or class level. The lesson plan considers these three points at the beginning of each session to get students.

Teachers have to guide learners, but the objective of any activity can be better achieved if students are motivated to do it. Motivation is the sum of effort, desire, and favorable attitudes

towards something, in this case, learning the language, which is our goal. There are four kinds of motivation according to Garder. (1985)

Instrumental motivation	Integrative motivation
The degree of effort and desire to learn a language.	The desire to belong to the L2 spoken culture and communicate with them.
Intrinsic motivation	Resultative motivation
The natural interest a learner has to learn.	It can encourage or discourage a learner to keep learning because of their success.

In university, most students study English because it is a requirement to get the degree and that is the main motivation to do it, but it does not happen to everyone, they care more about their regular subjects than in the language. In a point, it is understandable because they are looking for employment, but they do not consider, English gives them more communicative opportunities.

Noam Chomsky, an American theoretical linguist, considered the Father of Modern Linguistics, described in 1965 the Linguistic Competence or Grammatical Competence as the linguistic knowledge, which includes the distinct sounds of a language, their combination, understanding the set of grammar rules to create sentences and interpret them but not knowing the social context.

A few years later, in 1971, Dell Hymes includes that the competence in a language is not only the knowledge of grammar, words and sounds, but also the social knowledge, so he describes the communicative competence as the knowledge that someone has to communicate appropriately in social contexts. As a result, language teaching changed from a focus on structure to focus on communicating. Textbooks modified their approach to be more communicative. If we consider both definitions, it can be said that Communicative Competence is the sociolinguistic knowledge of the target language.

Another important aspect to consider is Culture, which is understood among sociologists as the beliefs that people hold about reality, the norms that guide their behavior, and the values that orient their moral commitments or the symbols though which these are communicated (Steensland, 2018). On the other hand, most anthropologist describe it as the shared set of implicit or explicit values, ideas, concepts, and rules of behavior that allow a social group to function and perpetuate itself (Hudelson, 2004).

According to Kroeber (1952) and the adaptation by Martin and Nakayamei (2010), culture can be described under some features: It is the shared of social knowledge with people who have similar values and beliefs which enable them to interact. It is contextual because it emerges in a specific context, environment, and history. It is dynamic or not static because of the changes of the contextual factors in each generation. Culture is learned from one generation to another through

different institutions such as family, school, and religion. It is unconscious because culture is learned through senses and by doing and responding to what happens around, so we can judge, accept, or decline what we think is right or wrong. Based on these features, is how culture is learned.

The intercultural competence refers to the ability to communicate effectively and appropriately in different cultures. It requires psychological adaptation, the ability to elicit a desired response in a specific environment (Chen, 1990). Byram (2002) designed a famous model of intercultural competence, which includes five savoir. The first is the intercultural attitudes to be curious and ready to learn about culture. The second is knowledge of social groups that allow you to experience differences among culture, the third are the skills of interpreting and relating events in different points of view, the fourth is the skills of discovery and interaction to acquire and mediate knowledge, and finally the critical cultural awareness of values and behavior. This concludes that to be intercultural competent, one need to be aware of their own identity, values, and their reaction to the behavior of others. This model is used to design the project for session 5.

The belief of judging other cultures in a negative way and considering our culture as central, unique, superior, or just as the right way to live is called ethnocentrism. If someone were ethnocentric, he/she would not have considered the previous features and can cause discrimination or conflict among others (Byram, 1997). Categorization, stereotypes, and prejudice are the processes that contribute to ethnocentrism (Fiske, 1998). This project is specially designed to make students aware of their own culture and recognize other ones overcoming these processes.

Categorization refers to the mental or cognitive process that help us make sense of the world and provide meaning to our lives. Stereotypes as part of the categorization are defined as beliefs about groups (Careem, A., J. L. and Rubinstein, R. 2020) we learn in many ways such as media and experiences. Prejudice is evaluating the attitude toward a group, and it is usually based on a negative or little experience.

In regards the way culture is added to a language class, it is represented in all its components and possible representations of the culture that overcome ethnocentrism and generate new cultural forms. We can find culture in the classroom through the objects in it that represent the target culture or the language, the teacher`s experience, knowledge and ideas of the target culture, the students` backgrounds, the textbooks'´ activities, the authentic materials students are exposed to in media and the language spoken. These elements create the intercultural approach.

There are four extra approaches to work and foster interculturality in the classroom.
1. The cultural criticality approach and cultural dialogism: the cultural criticism focuses on the similarities and differences of culture, and they require understanding and respecting them. The cultural dialogism focuses on cross-cultural communication skills and awareness to overcome differences. (Humphrey, 2002)

2. The "emic" and "ethnic": the "emic" studies cultures inside the members of a particular cultural perspective and the "ethic" from the outside to compare them.

3.The dynamic approach analyses the cultural practices, meanings, social processes, and their outcomes in three levels national, group and individual. (Humphrey, 1993).

4. The experiential learning approach: confronts cultures with new and unknown situations to experience new feelings. (Humphrey, 2002)

One of the most common approaches to work in the language class is the Communicative Approach, which considers that learning a language comes from having constant communication with real meaning, situation or context using the target language. It can be enriched with an intercultural perspective integrating some aspects.

The teacher as the one, who has to be prepared to teach with diversity, takes different roles. He/She can be a mediator to set conditions for negotiating meaning and adapt the context to create meaningful situations; an ethnographer and researcher to become participant, observer and facilitate knowledge in different ways; an agent of change to facilitate learning, convey meanings, foster awareness of cultures and transmit behaviors to facilitate the interaction; a manager to administer feelings, psychological needs and emotions; a learner to be involved in culture and a mentor to build up confidence and acceptance among learners.

Another aspect is the representations of the target culture though the materials in the classroom. Authentic materials are described by the Michigan University 2017, as those created for some real-world purpose other than language learning, and often, but not always, provided by native speakers for native speakers. Teachers have to choose and adapt them in order to create a cultural environment that suits the students 'needs and interests.

In the following planning, most of the concepts that were previously mentioned, are consider through the entire lesson. The activities promote curiosity and openness about other cultures, students experience a difference among cultures, they interpret the events and explain them based on facts or opinions, and they acquire new knowledge about cultures. The approach that is mostly used is the communicative approach enriched with some concepts of the cultural criticality approach, cultural dialogism and a little from the experiential learning approach because learners can find similarities and differences among our culture regards places, physical and personality descriptions. Some students might confront them and experience some feelings by finding out amazing facts.

The teacher´s role is as a mediator, an agent of change, a manager, and a mentor to facilitate students' awareness of cultures. The materials that are used as a base for the class are not authentic materials; they are traditional materials because they come from a textbook.

CHAPTER 2

Methodology and practice

2.01 Teaching context

The Tecnológico de Estudios Superiores de Coacalco is a public university in the north of State of Mexico. It has more than 3500 students in the semester March – July and approximately 65% of the students take English as a cocurricular class. It means that it is not a requirement to take the language at the institution, but students will have to prove they have a B1 level according to me Common European Framework to get the degree as the Tecnológico Nacional de México stablished.

This semester has been really difficult in teams of school policies. At the very beginning, authorities tried to cancel all the English classes so teachers were going to be fired and students will not have lessons anymore. Situation that discouraged all community because a lot of teachers were there trying to conserve their jobs and students found a chance to have free time. Some teachers quit so 14 groups did not have classes, but I could not hire new ones, so it was a hard time. As I have administrative duties at the English Academy, the coordinator assigned me to cover two groups. I had to adapt the content that students were supposed to learn so I did some activities to review grammar, vocabulary and to develop skills. The project is applied in one of these groups.

The group is in the 4th semester of the career Environmental Engineering, and they are in the course 4 out of 8 levels of the academic program, corresponding to the level A2 according to the Common European Framework. There are 25 students but not all of them take the class. Due to the situation that was already mentioned, they are not willing to attend the class because of the uncertainty of not having classes in the future anymore. There are sometimes 20 students, but most of the time, only about 8 to 12 stay. There are two classes per week, three hours the first day, from 12:00 to 15:00 and two the second from 13:00 to 15:00, it means that is their last class, as a result, they sometimes look tired and hungry, which can be a deterrent to have a successful class, but some strategies can be considered to catch students 'attention.

Instrumental and intrinsic motivation can be observed in class, with the students that are always willing to participate or to help others, Integrative motivation is not frequently observed because students are not exposed to this kind of interaction, just the ones that have the change to travel abroad because of their own interest or because they are participating to get a scholarship, or with a few that work for international companies. This is also a reason to consider that resultative motivation can be observed when they won the scholarship, when they got a job because of their level of language or because in their last vacation they were able to communicate at a cafeteria, or with family.

The class is set in the unit 10 lesson of the textbook Personal Best A2. It focuses on people, personality, and relationships, which is an excellent way to understand the similarities and differences among countries. The Communicative approach is the base of this lesson, but it is enriched by the intercultural approach to make students aware of their culture in comparison to some other countries they are interested in, but also to analyze the differences among them.

2.02 Lesson plan

Session 1

Speaking is a productive skill, closely related to listening. The lesson represents the beginning of the whole plan focused on it. Its objective is to have students discuss the best places for different social events using comparatives adjectives. This is not the first time they see the topic, so it would be applied as a review. During the lesson, there are many opportunities for the students to speak and use some conversation expressions to negotiate meaning.

Session 2

Listening is part of the four language skills, essential for the communication process. It is one of the receptive skills, which means that involves responding to language rather than producing it. When we listen, we understand the spoken language and make sense of the meaning sounds using the context, language, and our knowledge of the world. Sprat (2005).

Listening involves two elements, the listener and the speaker, the listener constructs the message out of the information that the speaker is communicating. This is called listening comprehension, defined by Nadig (2013) as the various processes of understanding and making sense of spoken language. This involves knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Teachers should consider some important elements to plan a listening lesson that can facilitate the students' process of listening such as bringing external stimuli, based on personal experiences, the background knowledge students already have and the contextual situations. In addition, as Kolker, E. (2008) suggested, we need to have and develop realistic expectations, opportunities to listen and to talk about listening experiences, our students' characteristics, listening strategies, and the use of technology.

For the following sequence, the Input Hypothesis takes an important part because the teacher is the one providing input through a video of people talking about appearance and makeovers to ensure student´s comprehension, so listening is seen under the perspective of comprehension because it helps the learner to develop their abilities to understand what they listen.

The students might not be familiar with a lot of vocabulary about appearance, that is why there is a vocabulary presentation so students can describe their own and some famous people physical appearance. The sequence is designed with the interaction of bottom-up processing to help students decode the structures and extra vocabulary in the listening text and the top-down processing because it is using the background knowledge to understand and create meaning. It also includes the three fundamental steps for a listening class, which are pre-listening to activate students' schemata, while-listening to focus on comprehension and practicing the listening for detail subskill and post-listening to show comprehension. If the lesson is satisfactory, students will manage listening fluency.

Session 3

Reading is part of the receptive skills because we make connections between grammar and vocabulary and our knowledge of the world to build meaning. It involves the use of some subskills such as scanning, skimming, predicting, deducing, and inferring to make sense of a text.

The reading sequence in this project is using the Interactive Reading Model, in which readers use the knowledge language functions and background knowledge to interpret the text as an input to create meaning as an output and there is an interaction between the bottom-up and top-down processes through the session. The teacher is a mediator and encourages collaborative work. It is also important to consider that to follow this kind of model; readers require activating their schema. It means doing activities that bring the knowledge readers have as a result of their experience to connect it to the text based on their culture and context.

During the session, students read about the tradition of yearbooks in the U.S. and other countries, and recognize what yearbook awards they would give to their classmates in a little ceremony, so before interacting with the text, there is a vocabulary step to promote the activation of schemata in its three types. (Table 1)

Content schema	Formal schema	Linguistic schema
Knowledge and experiences about someone has about the topic to match with and better understand the new information.	Knowledge about the organization of a text.	The linguistic structures someone knows that help decode meaning.
Warm up Pre-reading activities	Information processing activities. Pre-reading.	While-reading. Post-reading Vocabulary presentation

Table 1. Types of schema and it applications in the sequence

When teachers activate schemata, it is more possible to engage students into the text, make understanding easy and clear, having as a result a better experience approaching a text. To

consolidate the knowledge of vocabulary. Teacher can promote students' independence by suggesting some other ones to reinforce and cover the aspects of vocabulary knowledge such as vocabulary notebooks, pictionaries, and vocabulary cards.

Right after, it includes the two fundamental steps for a reading class. In the pre-reading, students talk about yearbooks to activate schemata, in while-reading students focus on comprehension and practicing the reading for specific information subskill. Using the text, the grammar presentation comes inductively. The wrap up is a very interesting activity, because it was an excellent opportunity to match the grammar point, which was the superlative adjectives and a little about culture and technology.

Session 4

Writing is a productive skill which involves producing languages rather than receive it Spratt (2005). It is a way to communicate a message by making signs on a paper by forming letters and words, sentences, paragraphs to convey what we want to express by creating a message to get across by different text types such a as essays, diaries, e-mails, letters, etc. It involves the use of some subskills related to accuracy e.g., spelling, punctuation, vocabulary use, and grammar, on the other hand, subskills related to communication e.g., register, style, and language functions.

For the following sequence, students read about a talented ballet dancer and write about a person that they admire, so after the activation of schemata, the notion of reading to write plays an important part of the lesson because before students write, they read a similar text to the one they are expected to do. Using it as a guide, teaches students the structure of how to write about someone they admire, so a pre-reading, and while-reading are considered. After it, the session continues with a planning-writing where students identify how to organize ideas into paragraphs, a while-writing so they write some sentences to then create paragraphs, and the post-writing to review and publish their description.

Session 5

This is the lesson that integrates all the knowledge learned throughout the sessions, talking about the grammar, vocabulary, and principally the culture, so students choose a country to research. They have to talk about its most famous places and what they are like, describe what the people are like and how they look like, some world records the country has and some admirable, historical or famous people for the culture. Teacher uses Mexico as an example to guide them. Students also need to use the comparative and superlative adjectives to create their speech in the video, which is the evidence they need to deliver and publish in SharePoint so all the class can watch it.

Lesson plan identification cell.	
Author	Alicia Lizbeth Ayala Esquivel
Educational stage	College
Title of your Lesson plan	People around the world
Learning Objective of the plan	By the end of the lesson, students will be able to describe and make comparisons about a country`s places and people by having a video presentation.
Communicative skill considered	Four skills integration and culture.
Functions	Can make simple comparisons between people, places or things by using comparative and superlative adjectives.
Main Grammar structure	Comparative and superlative adjectives
Other Grammar structures	Simple present and simple past
Brief description of the plan	This lesson is based on the course program of the module 4
Hours of the plan implementation	5 hours
Number of sessions	5
Contents required for the lesson	Personal Best A2: Student`s book pages 84-91 Audio tracks PowerPoint presentation: Unit 10 People
Link of the content	https://richmondlp.com/

Unit 10 People	10 A First Dates	Session 1	Speaking

Learning Objective:

By the end of the lesson, students will be able to discuss the best places for different social occasions by reading a text about where not to go on a first date.

Materials needed:

- Personal Best A2: Student´s book pages 84 and 85.
- Audio tracks: 10.1 – 10.5
- PowerPoint presentation
- Flash cards (Adjectives)

	Activity	Procedure	Grouping pattern	Time
1	Welcome	Welcome students to class.	Total class	1´
2	Introduction activity	Prepare PowerPoint 1 Introduce the name of the lesson and have students look at the picture and try to guess what the topic of the lesson will be. Elicit some ideas.	Whole class	1
3	Set the objective of the session	Present PowerPoint slide 2 and have students look at the picture. Match the studens´ideas with name of the lesson and the objective. Introduce the objective of the lesson.	Whole class	1´
4	Warmer	To activate content and linguistic schemata, write on the board / show the slide 3 with the questions: *Where do you usually meet your friends when you go out?* *Why do you like that place?* *What`s it like?*	Pairs or trios	4´
5	Presentation 1	Elicit some students´ideas and write them on the board like a list mentioning the place and the adjectives they used to describe them.	Whole class	3´
6	Presentation 2	Prepare Flash cards. Complement students 'ideas by presenting other adjectives to describe places. You can also use the Vocabulary practice on page 152.	Whole class	4´
7	Presentation 3	By using these ideas, start writing some examples comparing two places. Guide students so they can help with some others.	Whole class	4´

	Inductive teaching			
8	Presentation 4	Prepare PowerPoint slide 5 Introduce and explain the grammar rules inductively and complement with the information on the slides.	Whole class	3´
9	Practice 1	Tell students that they already talked about where to go with friends but now it is time to decide on good places to go on a first date. Ask them what a first date is , then check the dictionary meaning. (slide 16) Elicit some places to go on a first date and then show the slide 17.	Whole class	1´
10	Practice 2	Have students work in pairs and decide which places are a good idea and which ones a bad idea and why. Encourage them to use comparative adjectives all the time. At the end of the discussion, they have to decide on one place and give the reason why they chose it.	Pais	4´
11	Practice 3	Direct students attention to page 84 exercise 3. Have students read the text. When they finished the reading, pair them to check if the ideas on it are similar to the ones they previously mentioned. Evaluate students´understanding of comparative adjectives. Have them underline the sentences using this structure and say if they agree with it.	Individual Pairs Individual	2´ 2´ 1´
12	Production	Prepare PowerPoint slide 18 Have students work in groups of 4 – 6. Tell students that they are going to do a role-play where they have to ask their classmates for advice. Each one has to choose a special occasion and the team has to provide ideas using comparative adjectives. Help students with some simple expression to give advice (slide 19).	Teams	10´
13	Wrap up	Have students record an audio with their cellphone saying some of the conclusions and advice their classmates gave them using comparative adjectives.	Individual	3´
	Evaluation Formative assessment	• Thumbs up ☺, middle ☺nd down☹ (check understanding in each activity). Audio recording. Exit ticket. • Dairy to monitor speaking (listen, observe and make notes).		

Unit 10 People	10B You look so different	Session 2	Listening

Learning Objective:

By the end of the lesson, students will be able to describe their and someone`s appearance by watching a video about people talking about their appearance and having a makeover.

Materials needed:

- Personal Best A2: Student´s book pages 86 and 87.
- Audio tracks: 10.1 – 10.9
- Video: 10B part 1 and 2.
- PowerPoint presentation

	Activity	Procedure	Grouping pattern	Time
1	Welcome	Welcome students to class.	Total class	1´
2	Introduction activity	Prepare PowerPoint 1 Introduce the name of the lesson and have students look at the picture and try to guess what the topic of the lesson will be. Elicit some ideas.	Whole class	1
3	Set the objective of the session	Present PowerPoint slide 2 and have students look at the picture. Have them spot the differences from picture 1 to picture 2. Elicit some answers and teach the word *makeover.* Introduce the objective of the lesson.	Whole class	1´
4	Warmer	To activate content and linguistic schemata, write on the board / show the slide 3 with the questions: *What color is your hair? What color are your eyes?* *What is the first thing you notice about a person?* *Is there a part of your appearance that you are very proud of?*	Pairs or trios	4´
5	Vocabulary presentation	Present PowerPoint slide 4, ask students the categories in which we can describe a person *(build, height, age, hair color, eye color, hair style, hair on the face, hair length, nose, mouth and lips, and others)*	Total class	1´
		By showing the pictures per category, introduce the vocabulary while students point at someone they know with that feature.	Total class	5´

		Have students take notes of the adjectives that describe themselves.		
6	Vocabulary activity	Show PowerPoint slide 16 Have students look at the pictures and follow the sentences to describe the appearance of the famous people on it. Then gather in pairs and describe their own appearance.	Total class Pairs	3´ 2´
7	Video Part 1 Pre listening	Activate formal schema by asking students if they know what a disguise is. Give some cues to guide students to figure the word out like *something that changes your appearance, something that makes you look different.* Tell sts that they are going to listen to Pen and Ethan talking about "disguises".		
8	While listening 1 Selective listening	Prepare Video Part 1 Students listen and answer the questions: (dictate them and write them on the board) *How many disguises did Kevin Yagher create for an actor in a movie? (more than 15)* *What is the material he uses to disguise people´s faces? (soft plastic)* *How does Dana Carvey look like? (middle-age woman with red hair)* *Who helps give people makeovers? (make-up artist and hair stylist)*	Total class Individual	1´ 5´
9	While listening 2 Listening for detailed information	Have students open their books to page 86 exercise 4. Before they go through the exercise, have students read the sentences and check if they understand the activity and the word they need to complete them. Students watch the video again and complete the sentences with one word per blank.	Total class´ Individual	1´ 5´
10	Video Part 2 Pre listening	Show PowerPoint presentation 17 Tell students that the people in the pictures want a makeover, have them work in pairs and describe together how each one looks and the possible changes they want.	Pairs or trios	2´

11	While listening 1 Extensive listening	Have students watch the video and check if their guessings are correct.	Whole class	5´
12	While listening 2 Selective listening	Have students open their book to page 87 exercise 6. Students are going to watch again and check if the sentences are true or false.	Individual	5
13	Post llistening	Have students discuss and compare ideas about what they have found interesting or enjoyable in the video to find out what they have understood from it.	Teams	3´
14	Post listening	Ask students if they remember the last questions that Ethan asks at the end of the video. Write them on the board / show the slide 18. *Would you like to change how you look? Would you like to look like someone famous?*	Pairs or trios	3´
15	Wrap up	Gather students in pairs or trios and have them think and discuss on actors that change their appearance for a movie. *What do they look like? How did they change their appearance?* Have students write 2 to 4 descriptions on their notebook using comparative adjectives and the vocabulary to describe appearance. E.g. Jennifer Lawrence has got long, curly and blond hair but for the movie "Don´t look up" her hair was shorter, straightener and red.	Pairs or trios	15´
Evaluation		- Thumbs up ☺, middle ☺ nd down☹ (check understanding in each activity). - Comprehension questions in different tasks. - Listening log (students keep track on every listening task by checking the correct answers they got out of the total)		

Unit 10 People	10C The yearbook	Session 3	Reading

Learning Objective:
By the end of the lesson, students will be able to use the superlative adjectives by reading a text about yearbooks and giving their classmates awards for their personality,

Materials needed:

- Personal Best A2: Student´s book pages 86 and 87.
- PowerPoint presentation
- Forms: CC4 Students´ Awards.
- Reading versions A and B.
- Link: **https://www.guinnessworldrecords.com/records/hall-of-fame/**
- Visuals – adjectives

	Activity	Procedure	Grouping pattern	Time
1	Welcome	Welcome students to class	Total class	1´
2	Introductory activity	Prepare PowerPoint slide 1 Ask sts to look at the picture and try to guess what the topic of the lesson will be. Elicit answers. Students can predict that it can be about their physical changes when growing up, but lead them to the next step.	Total class	1´
3	Set the objective of the session	Show slide 2 Tell students that in the previous session, they discussed about people´s appearance but now, it is turn to talk about peoples personalities. Introduce the objective of the lesson.	Total class	1´
4	Warmer	Show slide 3 To activate content and linguistic schemata, write on the board / show the slide with the question: *What are you like?* Have students think on 5 adjectives that can describe their personality and share them with a partner. They confirm if his/her partner agrees with it.	Pairs or trios	3´

5	Vocabulary presentation	Using visuals, and trough little descriptions, teach personality adjectives vocabulary. Don´t forget that they have their opposites on the back. Focus on pronunciation and spelling. Add the extra ones on the book page 154.	Total class	3´
6	Vocabulary activity	Have students work together and say if they know someone who can be described with some of the adjectives. Guide them by asking. <center>*Do you know someone __(lazy)___?*</center> Students take turns and talk about 4 people each as minimum.	Pairs or trios	3´
7	Pre-reading 1 Scanning	Ask students if they know what a yearbook is and if the school has one. Distribute the reading versions A and B to different students. Have them scan the first paragraph and answer the question. *(like a photo album with photos of all the students in one year in a high school or collage)* As the school does not have one, ask students: *Would you like the school to implement this idea?*	Individual Total class	1´ 1´
8	While reading 1 Cloze	Tell students that the reading has some missing parts and they depend on the version they have (A or B) . They have to read the text and think on a possible way to complete each gap. After they have finished, pair students, one A and one B. Have them take turns and read the text aloud so the partner can complete his/her text then switch roles. Ones they have their texts complete, have them verify spelling together.	Individual pairs	2´ 5´
9	While reading 2	Ask students What does a yearbook include? (Personal stories about people in the school, photos of students, students´plans for the future and awards) Focus students´attention on the word "awards" Ask them if they know what they are and explain meaning.	Total class	1´

10	While reading 3	Have students open their book to page 88. They will find the complete and original text. Tell that in it, they are mentioning 3 celebrities who won an award. Looking at exercise 3, have them match the celebrities with the award they won.	individual	1
11	Grammar presentation Inductive teaching	Help students notice the pattern on the adjectives. Using the examples on exercise 3, introduce, in an inductive way, the superlative form of the adjectives and give some examples. Show Power point slides	Total class	5´
12	Grammar practice 1	Tell students that as they read before, awards are commonly given to classmates to recognize some characteristics. Show the PowerPoint slide with the QR code Have students scan the QR code, which is going to lead them to a little survey. They are going to choose the classmate per each category who they consider is the most representative.	Total class	5´
		Allow some minutes to answer and then have a little ceremony announcing the winners	Total class	5´
		To close have students write 5 sentences on their notebooks using the results. .	Individual	3´
13	Grammar practice 2	Tell students that these awards are also given to people as records, Focus students 'attention to page 89 exercise 6. Have them complete the text about Ashrita Furman with superlative forms.	Individual	3´
14	Wrap up	Share the link of the Guinness World Records. Allow students to go on the page and find an interesting or amazing record to share with the class. They write 10 more sentences on their notebook using superlatives.	Individual	15`
	Evaluation	- Thumbs up ☺, middle ☺ nd down☹ (check understanding in each activity). - Comprehension questions in different tasks. - Reading log (students keep track on every reading task by checking the correct answers they got out of the total)		

Unit 10 People	10D Someone that I admire	Session 4	Writing

Learning Objective:

By the end of the lesson, students will be able to write a description about someone they admire by reading about Michaela De Prince.

Materials needed:

- Personal Best A2: Student´s book pages 90 and 91.
- PowerPoint presentation

	Activity	Procedure	Grouping pattern	Time
1	Welcome	Welcome students to class	Whole class	1´
2	Introductory activity	Prepare PowerPoint slide 1 Ask sts to look at the picture and try to guess what the topic of the lesson will be. Discuss it in pairs.	Pairs	1´
3	Set the objective of the session	Elicit some answers Present PowerPoint slide 2 and have students find something in common that the people on it have. Teach the word *successful.* Tell students that being successful is possibly one of the most common characteristics a person has to be admired by others. Ask students *What things do you think we can admire people for?* Introduce the objective of the lesson.	Whole class	1´
4	Warmer	Is there someone you admire? Why do you admire her/him? Write the following categories on the board/show the slide: *Friend / Family member / Professional / Celebrity / World Learder* Have students write on their notebooks some of these categories (or others) and think on a person they admire per each one. Have students work in teams of 3 to 4 and share their ideas.	Individual Teams	1´ 5´
5	Pre-reading 1	Activate formal schema by telling sts that they are going to read a description of Michaela De Prince. Ask students if they know her.	Whole class	1´
6	While-reading 1	Have students open their books to page 90 exercise 2. Focus students 'attention on the photo, ask *who is she? What does she do?*	Individual	3´

		Have students read the questions and check if they have any problem. Allow students to read the text and answer the questions. Give feedback and check answers.		
7	While-reading 2	The text is incomplete so have students look at the exercise 3 and complete the description with the correct option. Have students work in trios and read the text aloud together.	Individual trios	2´ 2´
8	Pre-writing 1	Have students find the common information that each paragraph is talking about and then look at the skill box. Explain that when we write a description, it is necessary to organize ideas into paragraphs.	Whole class	2´
9	Pre-writing 2	Have students look at the page 91 exercise 4 and read the sentences about Lionel Messi. They have to organize the sentences to create 3 paragraphs following the previous example.	Individual	2´
10	While-writing 1 Draft 1	Have students think on a person they admire and write some sentences as the ones on Lionel`s example. Tell students that some of the sentences can be either in present or in past tense. Review some examples if necessary.	individual	7´
11	While-writing 2 Draft 2	Encourage students to find extra information or think about more achievements, important events in life of the person they admire so they can write a complete description. Monitor students 'work constantly to make sure they are doing well.	individual	10´
12	While-writing 3	Ones that they have written their three paragraphs, they have to transcript it to a word document in which they are going to include a picture of the person and save it in PDF	individual	10´
13	Post-writing	Students submit their description into the Teams channel so everyone can read it.	individual	3´
	Evaluation	• Thumbs up ☺, middle ☻nd down☹ (check understanding in each activity). • Estimative scale • Exit ticket		

Unit 10 People	Project		Session 5	Culture
Learning Objective: By the end of the lesson, students will be able to describe the places, characteristics of people, and records of a country by recording a video.				
Materials needed: • SharePoint webpage • PowerPoint presentation				

	Activity	Procedure	Grouping pattern	Time
1	Welcome	Welcome students to class	Whole class	1´
2	Introductory activity	Have students recall some of the topics presented throughout the lesson. Help them mentioning some of the activities they did.	Whole class	1´
3	Set the objective of the session	Tell students that for this session, they will put everything together on a presentation where they have to choose a country to talk about.	Whole class	1´
4	Warmer	Guide students by giving an example using Mexico as a reference. Write the following questions on the board/show the slide: What are the most famous places in Mexico? What are they like? What are Mexican people like? How do Mexican people look like? Are the characteristics different according to the state? Are there any world records? What are they for? Are there any admirable celebrities for the culture? Why are they famous?	Whole class	3´
5	Step 1	Have students choose a country in teams of three to four.	Teams	3´
6	Step 2	Present the rubric. Go through each step and clarify questions.	Whole class	2´
7		Have students create a first draft on their presentation. Encourage them to use the questions presented before to plan their presentation and investigation.	Teams	3´
8	Step 3	Have students design their presentation. Monitor their progress.	Teams	
9	Step 4	Students present their draft. Teacher corrects and approves the draft.	Teams	10´

10	Step 5	Students work on their presentation and record the video.	Teams	30´
11	Step 6	Ones that the video is ready, students send it to the teacher to post it on the SharePoint page.	Whole class	5´
12	Step 7	Students watch all the videos in the SharePoint page. They have to write a conclusion about what they learned from the presentations and say which country they would like to visit and why and the most interesting facts about each one.	Individual	10´
	Evaluation	Final project rubric		

2.03 Assessment tools

Assessment is judging the learner´s performance by collecting information about it Spratt (2005). As informal assessment and to validate students´ achievement of the objective and understanding, the teacher constantly uses the strategy "Thumbs up, middle or down to validate their understanding and check how difficult or easy the exercises are and provide extra explanations if necessary.

Assessing speaking in a huge class can be a big deal, so some strategies need to be implemented to keep track of students 'work and progress. There are three moments to consider, the first one is the teacher monitoring process, working around the class all the time, listening, observing, and taking notes in the diary. He/she has to write down the name of each student and evaluate their Participation – interaction, Fluency, use of grammar, use of vocabulary, Pronunciation in a scale of 1-5, where 1 is poor and 5 is an excellent speaking production. The second strategy is at the end of the session, students have to record an audio with the conclusions they came up with at the end of the wrap up activity. It is weird to listen to your own voice, but this idea helps students monitor their progress in mainly, fluency and pronunciation if they do it constantly.

The third strategy is the "exit ticket" which is a self-assessment metacognitive strategy to help students monitor and evaluate their own learning process. It also encourages students to be aware of their progress. This strategy is suggested to be used in the production skills (speaking and writing) because sometimes when students need to produce something is when they realize the knowledge, they need in order to achieve the goal. There is also a moment where students tell how they felt in each part of the ticket by using the street light technique, where they have to color the circle in green if they considered they did very good, yellow if they did not feel sure and red if they really need to work harder.

To assess listening and reading, there is a self-assessment strategy based on the monitor hypothesis. Using the listening or reading log, students can keep track on every task they did during the lesson by checking the correct answers they got right out of the total. There are also two questions to summarize their understanding on what they read or wrote and the sub-skills they developed. Finally, a moment to reflect on how they did and how they felt through the lesson.

In the writing, there is an estimative scale that has 10 criteria to assess the product. It is suggested to do it by the teacher or between students to encourage peer assessment and correction. Finally, students can guide their project under a rubric that establishes the things to consider and what they need to integrate. Teacher grades the teamwork as a result.

2.04 Evidence

Figure 1 Grupo 6421

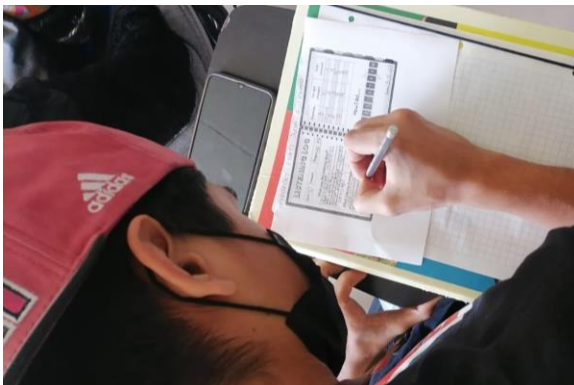*Figure 2 Sesión 1 Practice 3. Alumna identificando oraciones usando adjetivos comparativos.*

Figure 3 Alumno realizando autoevaluación en Listening Log.

Figure 4 Alumnas llenando el Exit ticket

Figure 5 Sesión 2 Wrap up Comparación de apariencias de artistas.
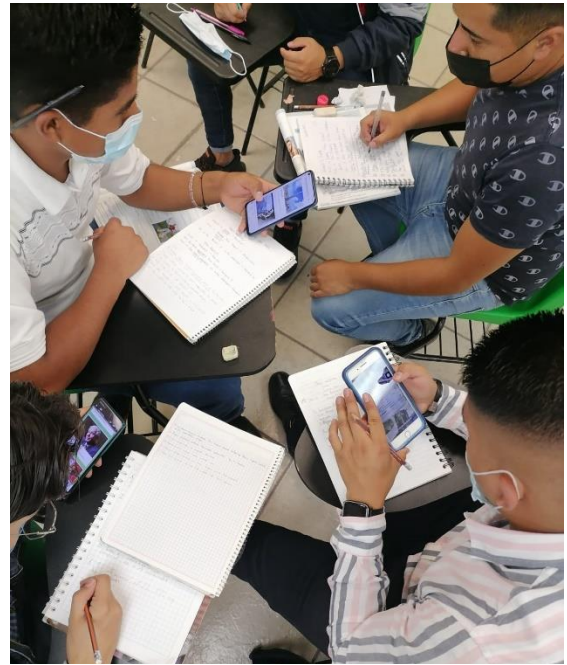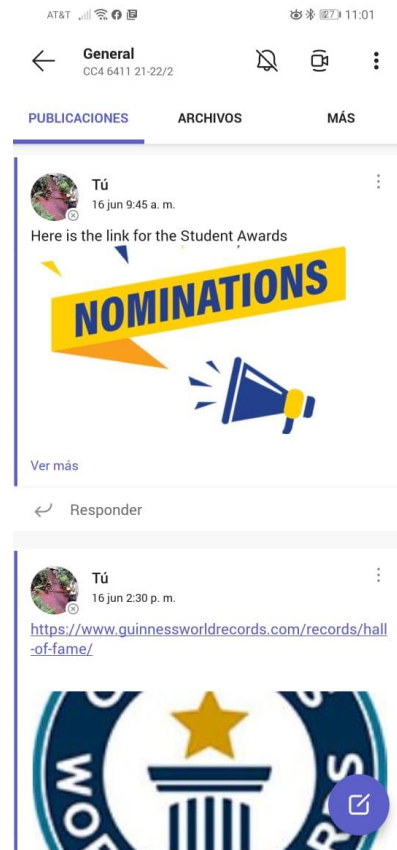
Figure 6 Sesión 3 Student´s awards

Figure 7 Sesión 3 Wrap up Alumnos leen y escriben oraciones sobre records mundiales.

Figure 8 Alumnos describiendo apariencia física.

← CC4 6411 21-22/2 ⋮

U10LA

Vence el 14 de junio de 2022 12:00

Instrucciones
Hello guys!

Record an audio saying some of the conclusions and advice your classmates gave you in the last activity we did today. Don't forget to say at least 5 sentences using comparative adjectives.

Trabajo del alumno
Ninguno

Puntos
100 puntos posibles

Figure 10 Sesión 1 Wrap up Asignación y envio de audio

← ANAYA GONZALEZ, DE…   ENTREGAR   ⋮

Trabajo del alumno
Entregado

🕐 **Ver historial**

▶ **U10LA.mp4**

Realizar una acción en la vista de alumno

Comentarios

Escribir comentarios

📹 🔗 +

Puntos

▢ / 100
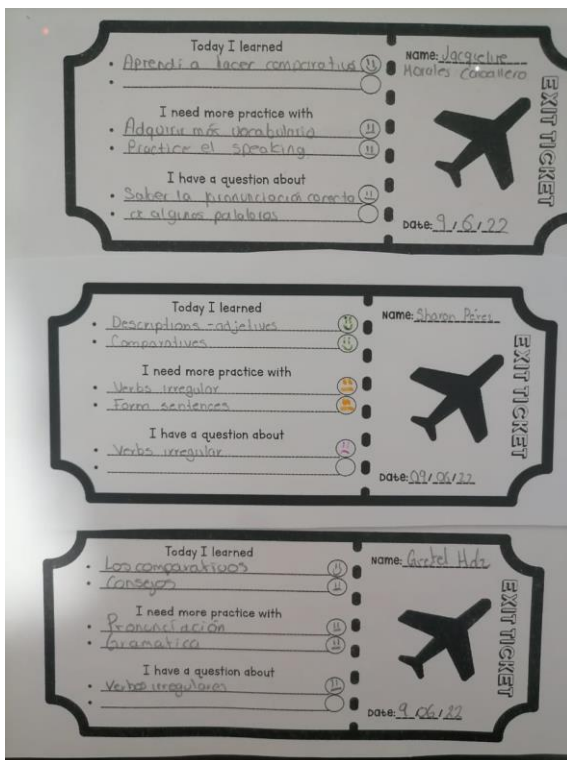
Figure 11 Exit tickets de 3 alumnos
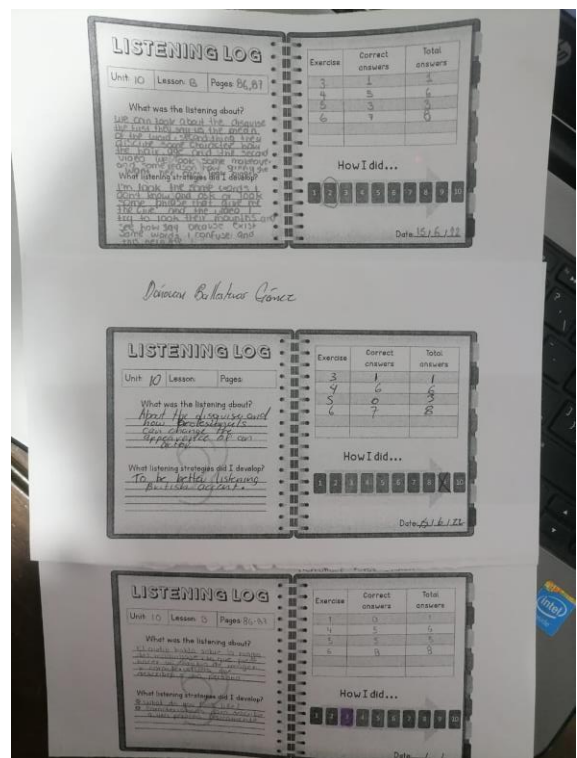
Figure 12 Listening log por 3 alumnos

Project evidence

4-D

Are there any admirable celebrities for the culture?

Adolfo Pérez Esquivel is admirable celebrities for Argentine culture

Why are they famous or admirable?

he won a Nobel Peace Prize for his work in the movements for peace, justice and human rights and the right of free self-determination of peoples, defender of the resistance proponent of liberation theology.

BRASIL

COUNTRY WITH A LOT OF CULTURE →

0:17 / 14:35

CHAPTER 3

Experience report

Applying this project made me reflect a lot on my teaching practice because sometimes we can take for granted that what we are doing is ok and students are learning, but every year they come with a different perspective, interests, and personalities, which means that students change, and we cannot stay the same. It is necessary to adapt to their needs and be up to date to create meaningful classes. The activities and the project were designed to let students know that what they are learning in class, it is going to be used in real life, specially in an intercultural situation.

Teaching is not about writing and writing mechanical exercises without relevance to student´s lives, it is not about completing exercises on the book without feedback or explanation, because of these old methodologists, some students argue that the book is not necessary but by changing the way it is usually used, students were motivated to do work, especially at the assessment part, as this way was very new for them.

Technology could be deeper included in this project but unfortunately there are no a lot of resources in the school or in the students' economical possibilities to have internet, so some adaptations had to be made.

CHAPTER 4

Conclusions

By studying this specialization, I learned that there are a lot of more things to consider when planning a class, such as culture. It is commonly included in the textbooks in readings or listening exercises, but it is so much better to integrate some points in each lesson, expand knowledge and adapt it to the students' interests.

Another thing I realized I have to do more is assessment because now I want to keep better track on students work to give more accurate feedback, not just informal, as well as considering the students careers because the program only considers general English but they have to learn and be able to talk about their major when they graduate.

CHAPTER 5

Appendices and references

Appendices

5.01 Exit ticket

Today I learned
- _____
- _____

I need more practice with
- _____
- _____

I have a question about
- _____
- _____

Name:_____

EXIT TICKET

Date:___/___/___

Today I learned
- _____
- _____

I need more practice with
- _____
- _____

I have a question about
- _____
- _____

Name:_____

EXIT TICKET

Date:___/___/___

5.02 Teacher`s Diary to monitor speaking

	Names	Participation - interaction	Fluency	Use of grammar	Use of vocabulary	Pronunciation	Comments
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

5.03 Student`s Listening log

LISTENING LOG

| Unit: | Lesson: | Pages: |

What was the listening about?

What listening strategies did I develop?

Exercise	Correct answers	Total answers

How I did...

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Date:___/___/___

5. 04 Student`s Reading Log

READING LOG

| Unit: | Lesson: | Pages: |

What was the reading about?

What reading strategies did I develop?

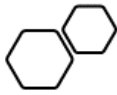| Exercise	Correct answers	Total answers

How I did...

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Date:___/___/___

5.05 Estimative scale

Student´s name:

Writing Criteria	Excellent 3 points	Very Good 2 points	Needs improvement 1 point
The text is appropriate			
The text is clear and easy to understand			
The text is organized and sequenced logically			
There is a wide range of vocabulary			
There are no spelling mistakes			
There are no grammar mistakes			
There are no mistakes with punctuation			
The style is appropriate for the reader			
The text is interesting			
The writer thinks about the reader			

5.06 Final project rubric

FINAL PROJECT

Team
1. _____
2. _____
3. _____
4. _____
5. _____

Project name: _____

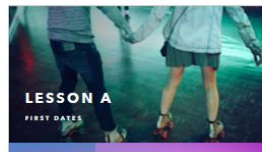|	Excellent (3 points)	Very Good (2 points)	Good (1 point)
Pronunciation and fluency	Speaks clearly and correctly.	Good pronunciation with a few errors.	A lot of words are pronunced incorrectly.
Use of grammar	Uses apppropriate grammar structures to express meaning.	Uses grammar mostly correct with minor mistakes.	There is lack of coherency with frequent mistakes.
Use of vocabulary	Used varied and extense words to express meaning.	Uses a variation of words that can be improved.	Limited use of vocabulary.
Content	The team has full knowledge of the subject.	The team presents enough information. The information is not elaborate.	The team has little knowledge of the subject.
Video	The design reinforce the presentation and it is excellent organized.	The design is appropriate.	It is not well organized
Time lenght	Used the time effectively within the minutes stipulated.	Used the time within some minutes stipulated	Not used the time correctly, neither within the minimun minutes stipulated

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5.06 Video screenshot

5.07 PowerPoint Slides

9 — ONE SYLLABLE ADJECTIVES — -er

old	older
cheap	cheaper
tall	taller
fast	faster
hard	harder
nice	nicer
quick	quicker
short	shorter
cold	colder

10 — ADJECTIVES ENDING ONE VOWEL + ONE CONSONANT — Double consonant + er

big	bigger
hot	hotter
fat	fatter
thin	thinner
sad	sadder
wet	wetter

NOTE: We cannot double v, w, x, y.

11 — ONE OR TWO SYLLABLE ADJECTIVES ENDING CONSONANT + Y — -ier

dry	drier
healthy	healthier
busy	busier
easy	easier
happy	happier
heavy	heavier
lazy	lazier
pretty	prettier
early	earlier

12 — TWO OR MORE SYLLABLE ADJECTIVES — more + adjective

famous	more famous
expensive	more expensive
careful	more careful
beautiful	more beautiful
interesting	more interesting
necessary	more necessary

13 — IRREGULAR

good	better
bad	worse
far	further / farther

14 — QUANTIFIERS

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
much — more	many — less
little — less	few — less

15 — USE: We use comparative forms when we want to say in what way two people or things are different.
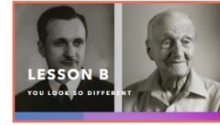Is your sister older than you?
Buckingham Palace is bigger than the White House.
Female mosquitos are more dangerous than males.
My new job is better than my old one.
The traffic is worse in the morning than in the afternoon.

16 — COMPARATIVE ADJECTIVES

21 — LESSON B — YOU LOOK SO DIFFERENT

22 — LEARNING OBJECTIVE — Today you are going to practice describing someone's appearance before and after a makeover.

23 — What colour is your hair? What color are your eyes? What is the first thing you notice about a person?

24 — HOW CAN WE DESCRIBE SOMEONE'S APPEARANCE? — Build, Height, Age, Hair color, Eye color, Hair style, Hair on the face, Hair length, Nose, Mouth and lips, and others

37 — Appearances

38

39

40

41 — LESSON C

42 — LEARNING OBJECTIVE — Today you are going to talk about people's personality using superlative adjectives

43 — WHAT ARE YOU LIKE?

44 — SUPERLATIVE ADJECTIVES

45 — superlative #1 — comparative #2 — positive #3

46

Adjective	Famous	Cheap	Happy	Far	Good	Bad
Comparative	More famous than	Cheaper than	Happier than	Further than / farther than	Better than	Worse than
Superlative	The most famous	The cheapest	The happiest	The furthest / The farthest	The best	The worst

47 — ONE-SYLLABLE ADJECTIVES

	THE	ADJECTIVE -EST
Big	The	biggest
Tall	The	tallest

48 — TWO-SYLLABLE ADJECTIVES ENDING IN -Y

	THE	ADJECTIVE -IEST
Happy	The	happiest
Easy	The	easiest

49 — TWO-SYLLABLE ADJECTIVES ENDING IN -ER OR -OW

	THE	ADJECTIVE -EST
Clever	The	cleverest
Narrow	The	narrowest

50 — ADJECTIVES ENDING IN -E

	THE	ADJECTIVE -EST
Gentle	The	gentlest

51 — THREE-SYLLABLE ADJECTIVES

	THE MOST	ADJECTIVE
Beautiful	The most	beautiful
Difficult	The most	difficult

52 — ADJECTIVES FROM VERBS ENDING IN -ING OR -ED

	THE MOST	ADJECTIVE
Boring	The most	boring
Excited	The most	excited

57 — fastest — fast — faster — slow
1 Oscar is fast (adjective positive)
2 Mauricio is faster than Oscar (comparative)
3 Daniel is the fastest runner (superlative)

58 — SHORT ADJECTIVES
- This dress is old. (describe - adjective)
- This red dress is older than the blue one. (different-comparative)
- This pink dress is the oldest in my closet. (unique-superlative)

59 — LONG ADJECTIVES
- These are interesting books. (describing)
- These books are more interesting than the last ones I read. (different-comparative)
- This is the most interesting book I have read. (unique-superlative)

60 — STUDENT AWARDS

61
- The student with the nicest smile
- The friendliest student
- The hardest working student
- The most talkative student
- The quietest student
- The best at sports
- The funniest student
- The most creative
- The most participative
- The best English student

62
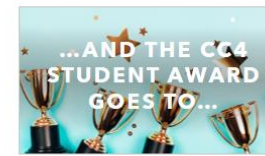
63 — ...AND THE CC4 STUDENT AWARD GOES TO...

64 — LESSON D

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